

**TEACHING ENGLISH USING MULTIPLE
INTELLIGENCES APPROACH
IN LAZUARDI KAMILA GIS ELEMENTARY SCHOOL
IN 2014-2015 ACADEMIC YEAR**

THESIS

**Submitted to the Department of Language Studies, Graduate School of
Universitas Muhammadiyah Surakarta in partial fulfilment of the
requirements for the degree of Master of Education**



By:

RISTIANAH AYUNINGTYAS

S200120077

**DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016**

SUPERVISOR'S APPROVAL FORM

The student submits the thesis for examination:

Name : Ristianah Ayuningtyas
ID Number : S 200120077
Department : Language Studies
Field of Study : English Education
Thesis title : Teaching English Using Multiple Intelligences Approach in Lazuardi
Kamila GIS Elementary School in 2014-2015 Academic Year

Supervisor's Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, 19 October 2016
Primary supervisor



Mauly Halwat Hikmat, Ph.D

SUPERVISOR'S APPROVAL FORM

The student submits the thesis for examination:

Name : Ristianah Ayuningtyas
ID Number : S 200120077
Department : Language Studies
Field of Study : English Education
Thesis title : Teaching English Using Multiple Intelligences Approach in Lazuardi
Kamila GIS Elementary School in 2014-2015 Academic Year

Supervisor's Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, 19 October 2016
Secondary supervisor



Dr. Anam Sutopo, M. Hum


APPROVAL OF THESIS FOR SUBMISSION
TEACHING ENGLISH USING MULTIPLE INTELLIGENCES
APPROACH IN LAZUARDI KAMILA GIS ELEMENTARY SCHOOL
IN 2014-2015 ACADEMIC YEAR

submitted by
RISTIANAH AYUNINGTYAS

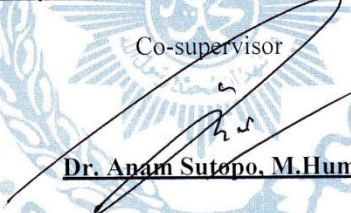
Has been examined by the board of examiners on 26th October 2016. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

The Board of Examiners
Primary supervisor


Mauliy Halwat Hikmat, S.Pd, M.Pd, Ph.D

Co-supervisor



Dr. Anam Sutopo, M.Hum

Examiner


Muamaroh, Ph.D.

Surakarta, 02th Nopember 2016
The Director of Graduate School




Prof. Dr. Khudzaifah Dimiyati

PERNYATAAN

Saya yang bertanda tangan di bawah ini,

Nama : Ristianah Ayuningtyas

NIM : S200120077

Konsentrasi : Pendidikan Bahasa Inggris

Judul : **TEACHING ENGLISH USING MULTIPLE INTELLIGENCES
APPROACH IN LAZUARDI KAMILA GIS ELEMENTARY SCHOOL
IN 2014-2015 ACADEMIC YEAR**

Menyatakan dengan sebenarnya bahwa Tesis yang saya serahkan ini benar – benar hasil karya saya sendiri, kecuali kutipan – kutipan dan ringkasan – ringkasan yang telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti tesis ini jiplakan, gelar yang diberikan oleh Universitas Muhammadiyah Surakarta batal saya terima.

Surakarta, 19 Oktober 2016

Yang membuat pernyataan,



Ristianah Ayuningtyas

MOTTO

“The most Honourable for someone’s hard working is not what the things as a result but how he/she can do more because of it”.

-John Ruskin-

DEDICATION

This thesis is dedicated to:

- **The writer's family**
- **The writer's sister and brother**
- **Educationists who sincerely give their life
to education**
- **The writer's friend and relatives that
supported**

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. Praise and thank to God the Almighty for his blessing to me so that I can accomplish the writing of this thesis. In this occasion I would like to express my deepest gratitude and appreciation to the following:

1. Prof. Dr. DimiyatiKhudzaifah, S.H., M. Hum.as the Director of Pasca Sarjana Programof MuhammadiyahUniversity approved this thesis.
2. Prof. Dr. Markhamah, M.Hum as the Head of Magister of English Teaching Graduate Program Muhammadiyah University of Surakarta who gave me permission to write the thesis.
3. MaulyHalwatHikmat, S.PdM.Pd Ph. Das the first consultant and Dr. AnamSutopo, M.Hum. as the second consultant who patiently gave me the guidance, advice, encouragement and time from beginning up to the completion of this thesis writing.
4. Miss Rahma as the Headmaster of *Lazuardi Kamila GIS*who gave me permission to conduct a research at the school.
5. Miss Nurul as the Guardian Angel of *Lazuardi Kamila GIS* for her kindness and the students of grade IV in *Lazuardi Kamila GIS*.
6. All of my friends in UMS.
7. My beloved family and friends who always support me.

I realize that this thesis is far from being perfect. However, I hope that this thesis can provide contribution to the improvement of English education.

Surakarta, October 2016

The writer

Ristianah Ayunintyas

ABSTRAK

TEACHING ENGLISH USING MULTIPLE INTELLIGENCES APPROACH IN LAZUARDI KAMILA GIS ELEMENTARY SCHOOL IN 2014-2015 ACADEMIC YEAR

Ristianah Ayuningtyas

Karya ilmiah ini ditulis 1) untuk mengetahui apakah silabus dalam pelaksanaan Pendekatan *Multiple Intelligence* di LazuardiKamilaGIS Surakarta; 2) untuk mengetahui apakah tujuan pembelajaran dalam pelaksanaan Pendekatan *Multiple Intelligence* di Lazuardi KamilaGIS Surakarta; 3) untuk mengamati apakah prosedur dalam pelaksanaan Pendekatan *Multiple Intelligence* di LazuardiKamilaGIS Surakarta; 4) bagaimana penilaian dalam pelaksanaan Pendekatan *Multiple Intelligence* di LazuardiKamilaGIS Surakarta; 5) bagaimana peran guru dalam menerapkan Teori Kecerdasan Multiple di ruang kelas; 6) bagaimana respon siswa terhadap Pendekatan *Multiple Intelligence*; dan 7) keuntungan dan kendala apa yang dihadapi dalam menerapkan *Multiple Intelligence* di kelas.

Penulis menggunakan penelitian kualitatif. Penelitian dilakukan dari bulan January sampai February 2015 di kelas empat. Data primer diarahkan dari investigasi guru dalam mengajar bahasa Inggris. Data sekunder merupakan peristiwa, dokumen dan manusia. Dokumen bisa berbentuk sebagai silabus. Kemudian, manusia dapat dari wawancara guru dan siswa.

Hasil penelitian ini menunjukkan bahwa pengajaran bahasa Inggris menggunakan Beberapa Pendekatan Intelligences diimplementasikan di Lazuardi Kamila GIS Solo diambil sebagai berikut: 1) silabus yang diambil oleh guru adalah silabus pemerintah tetapi guru harus menyesuaikan sesuai dengan kemampuan siswa. 2) Tujuan pembelajaran termasuk dalam silabus tetapi itu harus sesuai dengan siswa. 3) prosedur proses belajar mengajar dilakukan oleh guru kepada siswa. Mereka adalah: a) zona alpha b) pengaturan adegan c) kegiatan utama d) penutupan (memberikan umpan balik). 4) penilaian keprihatinan kelas MI tidak hanya pada pencapaian siswa, tetapi juga saat proses. 5) Dalam melakukan guru pelajaran bahasa Inggris memainkan peran penting tertentu. Mereka adalah: a) fasilitator, penyedia masukan b), c) memantau pembelajaran siswa. 6) pelaksanaan MI di kelas bahasa Inggris membuat siswa tertarik untuk belajar dan memudahkan mereka untuk mengambil materi belajar. 7) guru harus lebih kreatif dalam memberikan materi dan melakukan *alpha zone* jika tidak pembelajaran tidak akan berjalan dengan baik.

Abstract

This article is written 1) to know whether the syllabus in the implementation of Multiple Intelligence Approach in *LazuardiKamilaGIS* Surakarta; 2) to know whether the learning objectives in the implementation of Multiple Intelligence Approach in *LazuardiKamilaGIS* Surakarta; 3) to observe whether the procedures in the implementation of Multiple Intelligence Approach in *LazuardiKamilaGIS* Surakarta; 4) how the assessment in the implementation of Multiple Intelligence Approach in *LazuardiKamilaGIS* Surakarta; 5) how the teachers' roles in applying the Multiple Intelligences Theory in the classroom setting; 6) how students response to the Multiple Intelligence Approach; and 7) whether the benefits and challenges of Multiple Intelligence Approach in classroom

The writer uses qualitative research. The research was conducted from January until February 2015 at the fourth grade. The source of data in this study consists of Primary data and Secondary data.

The result of this research shows that teaching English using Multiple Intelligences Approach is implemented in *Lazuardi Kamila GIS* Solo are drawn as follows: 1) the syllabus which is taken by the teachers' follows the government's syllabus but the teacher must adjust

according to the students ability. 2) The learning objective is included in syllabus but it must be appropriate to the students. 3) the procedure of teaching learning process done by the teacher to the students. They are: a) alpha zone b) scene setting c) main activities d) closing (giving feedback). 4) the assessment in MI classroom concerns not only on the students achievement, but also while process. 5) In conducting English lesson teacher played certain important roles. They are: a) facilitator, b) input provider, c) monitor of students' learning. 6) the implementation of MI in English classroom makes the students interested in learning and eases them to retrieve learning material 7) Teacher must more creative in delivering material and doing alpha zone, if not, the lesson can run smoothly.

Key words: teaching English, Multiple Intelligence, Elementary School, Young Learners.

TABLE OF CONTENTS

TITLE	i
THE APPROVAL OF THE CONSULTAN I.....	ii
THE APPROVAL OF THE CONSULTAN II.....	iii
THE APPROVAL OF THE BOARD EXAMINATION.....	iv
PRONOUNCEMENT.....	v
MOTTO.....	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	ix
TABLE OF CONTENT.....	xi
LIST OF APPENDICES.....	xiii
CHAPTER I INTRODUCTION	
A. Background of the Study.....	1
B. Problem Statements.....	5
C. Research Objectives.....	6
D. Limitationof the Study	6
E. Benefits of the Study.....	7
CHAPTER II REVIEW ON RELATED LITERATURE	
A. Previous Study.....	9
B. Underlying Theory.....	15
1. Multiple Intelligence Approach	14
a. Definition of Multiple Intelligence.....	15
b. The concept of Multiple Intelligence	17
c. Type of Multiple Intelligence	19
2. Teaching English to Young Learner.....	21
a. Young Learner.....	22
b. Teaching English for Young Learners.....	23
c. Government Rule of Teaching English for Elementary School in Indonesia	24

d. Description of Lazuardi GIS Surakarta.....	25
C. Theoretical Framework.....	30
CHAPTER III RESEARCH METHOD	
A. Type of the Research	32
B. Setting of the Research	32
C. The subject of Research.....	33
D. Data and Sources of Data.....	34
E. Method of Data Collection.....	35
F. Data Validity.....	37
G. Tchnique of Data analysis.....	39
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Finding.....	43
1. The Implementation of Multiple Intelligences in English Language Teaching and Learning at <i>Lazuardi Kamila GIS</i>	43
a. Syllabus.....	43
b. Learning Objectives.....	45
c. Procedures of Teaching Learning.....	45
d. Assessment.....	62
e. Roles of Teachers.....	67
f. Students Response.....	76
g. Benefits and Challenges in Implementing MI.....	78
B. Discussion	86
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTIONS	
A. Conclusion	94
B. Implication	97
C. Suggestions	97
BIBLIOGRAPHY.....	100
APPENDICES	104

LIST OF APPENDICES

1. Observation fieldnotes	104
2. Instrument of Research interview.....	122
3. Transcript of interview with the headmasters and teachers.....	124
4. Transcript of Interview with the students	128
5. Photographs	132